

# From the Crime Scene to the Courtroom

A practical manual of lesson plans for exploring the basics of Forensics



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# Introduction

Forensics is such a fun and fascinating topic to teach to students. They enjoy the idea of it, and they have fun doing the practical hands-on aspect to it. After almost 20 years of teaching, I have found myself in the situation of changing from being a history teacher to being a Criminal Justice teacher. This is part of our Career and Technical Education department (CTE) and is a whole new experience for me.

One of the most exciting things to teach is forensic science. All students like to play the role of the investigator and looking for clues and finding evidence is fun. To this end, these lesson plans start off with an overview of the Seven S's of Crime Scene investigation. There is a lesson for each of the seven steps.

Ideally you would set up approximately four different small crime scenes (all four should fit in a single room or science lab). You would then use these same scenes everyday as you progress through the steps. At the end of the steps, you can then create a much more elaborate scene that allows the entire class to work together. Alternatively, you could create two or three smaller scenes. You know your classes and your students best. Feel free to adapt all of these.

After the basics have been gone over, there are lesson plans for using the Forensic Evidence Kit that details a specific case and contains evidence and pages of documents. I have used this to wrap up my investigation unit and transition into the trial court unit by bringing the accused to trial. It was a lot of fun.

Please use these, modify these, adapt these for your own classroom. Overall, have fun and enjoy it. I know the students will.

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# Lesson 1: Overview of the Seven S's Approach

## Lesson Objective 1

### The Seven S's Of A Crime Scene Overview of the Approach

## Purpose

**Objective:** Students will be able to list the Seven S's in order. This is an overview, and it will set up for the rest of the lessons.

The goal of this lesson is to introduce the Seven S's. At the completion of this lesson students will be able to list them in order and provide a rationale why they are in this order.

In addition to this, you will be able to:

- Learn specific vocabulary for Crime Scene Investigation
- Discuss the logic of the approach.

## Equipment Required

- Minor crime scene material: an empty bottle, a crumpled up piece of paper, a piece of chewing gum, etc. Anything will work. Have about five or six items.
- Projector/Whiteboard
- Copies of the [Seven S's Worksheet](#)

## Lesson Preparation

Prepare for this lesson by setting up a small crime scene. This should be done before the class arrives. If you can't set it up between classes, see if you can set it up in a remote area that will not be disturbed. Emergency stairwells work well for this. You can make this as simple or as intricate as you want.

You should also make copies of the [Seven S's Worksheet](#) (see *Appendix B*) and either have a presentation or be prepared to write on the board.

## Warm Up Activity

Tell the students that there has been a crime and they are to gather evidence. With no other instruction, let them go. Observe what they do. Most of the time, they do not put on Personal Protection Equipment (PPE), and they do not communicate well. They walk through the scene without regard to contamination. There is no logical search pattern. They pick up and move the

evidence with their hands without recording the location. They do not collect the evidence in the proper way. I often act as a belligerent homeowner and yell at them as they are searching my "home." I have actually gone so far as to pull out a training knife on the "officers" and hold one hostage.

After about 5 minutes of this, you can stop them. Ask them to identify any issues with what just happened. Have them reflect on what went wrong.

Share some of the responses on the board.

## Lesson Activities

Frame the lesson by explaining that the chaos that just happened is why we need a structured, measured approach to how to investigate a crime scene. Tell them that the standard method is called the Seven S's. Have them predict what the first S might be?

At this point, hand out the Seven S's worksheet and have them take notes on the Seven S's and what they mean.

## Wrap Up Activities

At the end of the presentation, have them fill out the written prompt that is on the worksheet.

Collect their writing and read it over and provide feedback before tomorrow.

# Lesson 2: Securing the Scene



**Lesson Objective 2**  
**Securing the Scene**  
**The First of the Seven S's**

## Purpose

**Mastery Objective:** Students will be able to demonstrate an understanding of where the crime scene is and how to secure the crime scene properly.

The goal of this lesson is to secure the scene. At the completion of this lesson you will be able to actively secure the perimeter of a scene.

In addition to this, you will be able to:

- Use Crime Scene tape to cordon off the area you want to secure.
- Assess the various entry points to a crime scene and ensure that they are all secure.

## Equipment Required

- A roll of [Crime Scene Tape](#) (such as Model **30955066851** from [shop.crimescene.com](#))
- Four different small crime scenes. Each crime scene should have four or five different items in them. See the [Crime Scene Scenario sheets](#) (*Appendix A*) for specific crime scenes. Feel free to use the [blank Scenario Template](#) to make your own (*also in Appendix A*).

## Lesson Preparation

You will have to set up four different small crime scenes. For this exercise, it would be ideal if they could be up for a week or so without being disturbed. If you can't do that, you can make them so that you can pick them up and reset them before class every day.

They should take up about six feet by six feet. Any larger and it will be difficult for everyone to work, and any smaller and it will be cramped. If you have a room that isn't used in your school or a meeting room that you can sign out for a week, that would be ideal. If not, you can do this in your room.

## Warm Up Activity

Number 1-7 on the board. Have them list the Seven S's on the board. They can put them up in any order, but they have to be in numerical order. For example, they can put Separate the Witnesses up first, but it has to be in the second space.

## Lesson Activities

Discuss why this order makes sense. Base your feedback on their writing from yesterday. Why does this help prevent some of the problems that we ran into yesterday when we searched a scene without a protocol?

### The First S: Secure the Scene

Demonstrate in the class the proper way to tie off a scene. Use crime scene tape to cordon off the area that you want to investigate. Indicate that you are aware of the various entrances to the room and you will secure them to avoid someone coming in and contaminating the scene.

Explain that each day this week we are going to practice one of the Seven S's on a crime scene.

Break the class up into four groups. If you have 24 students and you have four groups of six, have two people choose to be the first responding officers (two officers per group) and have one or two people volunteer to be witnesses (depending on the scenario). The other two or three will observe and give feedback.

Have the witnesses go to the crime scenes and wait for the arrival of the police. Tell them not to touch anything and to use the script that you provide them to define the information that they know. If the scenario worksheet says that they are in the scene, then have them in the scene. If the scenario worksheet says that they are outside of the scene, have them meet the officers in the hallway.

Dispatch the officers one crime scene at a time. Give them enough crime scene tape for them to do their job. When they arrive, they are to get everyone out of the scene and then tape it off and wait until the CSI Unit arrives.

Have one member of each team record the event on their phone and then share it with you so that you can evaluate it after class is over.

## Wrap Up Activities

Have the students self-evaluate their ability to cordon off the space.

- Did they contain all of the obvious evidence?
- Did they shut it off in all directions to avoid someone entering the scene?

# Lesson 3: Securing the Witnesses



## Lesson Objective 3

### Securing the Witnesses Second of the Seven S's

## Purpose

**Mastery Objective:** Students will be able to gather pertinent information from the witnesses for the investigation.

The goal of this lesson is to separate and interview the witnesses. At the completion of this lesson you will be able to gather the correct information that you might need in this case.

In addition to this, you will be able to:

- Use proper Cover and Contact
- Use tactical approach and use a tactical stance when interviewing.
- Use communication skills between the officers as well as between the officers and the witnesses.

## Equipment Required

- Field notebooks (any small (e.g., 3" x 5") stapled or top-spiral bound notebooks will do)

## Lesson Preparation

You will still be using the four crime scenes that you set up yesterday. If you couldn't leave them up, then reset them to the best of your ability at this time.

Also if you couldn't leave them up, ensure that the students redo the crime scene tape upon arriving. This will reinforce yesterday's practice.

## Warm Up Activity

Brainstorm on the board why witnesses are important. Write their answers on the board and discuss them.

## Lesson Activities

Explain that the second S is Separating the Witnesses. You can ask them why investigators would want them separated (so that witnesses don't collude on answers). Show them the field notebook, and explain how you should take notes.

Demonstrate the correct way of Cover and Communicate. One officer is doing all of the talking and communication, and the other officer is standing 90 degrees to the side covering the first officer.

Give each pair of officers one field notebook. Have the witnesses go to their crime scene. In this case, you should have two officers for every witness. If you have extra students, you can be creative and have nosy neighbors or other rubberneckers trying to get involved in the scene.

Dispatch the officers to the crime scene, have them re-secure the scene if necessary, and separate the witnesses and interview them. The witnesses should only provide information if they are asked. Each scenario gives specific information such as "You did not touch anything in the room." The officers should take notes in their field notebook.

## Wrap Up Activities

Collect the field notebooks and look through them before tomorrow. Have the witnesses report to the officers anything that they missed or what they did well.



## Lesson 4: Scanning the Scene



### Lesson Objective 4

#### Scanning the Scene Third of the Seven S's

### Purpose

**Mastery Objective:** Students will be able to gather initial impressions of the scene and communicate their findings.

The goal of this lesson is to scan the scene and communicate that information. At the completion of this lesson, you will be able to demonstrate that you can do an initial read of a scene that will include:

- Assessing safety for all involved.
- Reducing the chance of contamination of the scene.
- Following all the guidelines set out by the Fourth Amendment

### Equipment Required

- Field notebooks (any small (e.g., 3" x 5") stapled or top-spiral bound notebook will do)
- Copy of [Scanning the Scene Checklist](#) (see *Appendix C*)
- Crime scene

### Lesson Preparation

You will still be using the four crime scenes that you set up the other day. If you couldn't leave them up, then reset them to the best of your ability at this time.

Also if you couldn't leave them up, ensure that the students redo the crime scene tape upon arriving. This will reinforce the lesson from the other day.

## Warm Up Activity

Brainstorm what issues they might come across at a crime scene that are worth thinking about before we enter the scene.

## Lesson Activities

Before you send the students out to the scene, you might need to review a few issues depending on your class and what the purpose is. Feel free to disregard some of this if it isn't applicable to your class.

You might need to review the Fourth Amendment of the Constitution that protects the citizens against unreasonable search and seizure. Also, what are the Exemptions to the Exclusionary Rule (consent, imminent danger, plain view, etc).

You might also have everyone at this point wear rubber gloves and practice taking them off safely. If you want to see a video on how to remove gloves safely, you can use [this one](#).

The students will be organized again as responding officers as well as witnesses. You can add an investigator to this mix. The investigator is responsible to find the following information. You can use the [Scanning the Scene Checklist](#) in Appendix C.

The investigators must ask and find out the following:

- Converse with the first responder(s) regarding observations/activities.
- Evaluate safety issues that may affect all personnel entering the scene(s) (e.g., blood-borne pathogens, hazards).
- Evaluate search and seizure issues to determine the necessity of obtaining consent to search and/or obtain a search warrant.
- Evaluate and establish a path of entry/exit to the scene to be utilized by authorized personnel.
- Evaluate initial scene boundaries.
- Determine the number/size of scene(s) and prioritize.
- Establish a secure area within close proximity to the scene(s) for the purpose of consultation and equipment staging.
- If multiple scenes exist, establish and maintain communication with personnel at those locations.
- Establish a secure area for temporary evidence storage in accordance with rules of evidence/chain of custody.
- Determine and request additional investigative resources as required (e.g., personnel/specialized units, legal consultation/ prosecutors, equipment).
- Ensure continued scene integrity (e.g., document entry/exit of authorized personnel, prevent unauthorized access to the scene).

## Wrap Up Activities

Collect the Scanning the Scene worksheets, and ensure that all the parts are filled out correctly.

## Lesson 5: Seeing the Scene



### Lesson Objective 5

#### Seeing the Scene Fourth of the Seven S's

### Purpose

**Mastery Objective:** Students will be able to take the proper photos of the crime scene and log the photos.

The goal of this lesson is to learn to photograph the scene. At the completion of this lesson, you will be able to demonstrate that you can do an initial read of a scene that will include:

- Taking photos from different angles.
- Recording the photos in the log.
- Maintaining the integrity of the scene.

### Equipment Required

- Copy of [Crime Scene Photo Log](#) (see Appendix D)
- Crime scene
- Ideally a camera kit, but students can use their phones to take the pictures for the sake of this assignment.
- [A Frame Evidence Marking Tents](#) (such as Model: **CSI-A120** from [shop.crimescene.com](http://shop.crimescene.com))
- [Adhesive Photo Evidence Scales](#) (such as Model: **6-3001** from [shop.crimescene.com](http://shop.crimescene.com))

## Lesson Preparation

You will still be using the four crime scenes that you set up the other day. If you couldn't leave them up, then reset them to the best of your ability at this time.

Also if you couldn't leave them up, ensure that the students redo the crime scene tape upon arriving. This will reinforce the lesson from the other day.

## Warm Up Activity

Brainstorm why you might want to take pictures at a crime scene.

## Lesson Activities

Before you send the students out to the scene, you will need to go over and model what you want them to do and how to use the photo log.

Project a copy of the photo log.

Explain the steps of taking pictures.

- Take establishing shots from outside the scene. Document the address.
- Take shots of the interior ensuring that you use reference points.
- Take shots of each piece of evidence in the situation with and without a scale.
- Take shots of each piece of evidence in order of the evidence marking tents.

Assign one person to do the photographs. Have them put them on Instagram or other cloud-based service and have them give the photos a unique hashtag that you can find, e.g., #[your last name]CSI[team number] for example #ReedCSI1. Check the service first to see if anyone else is using that hashtag before assigning it.

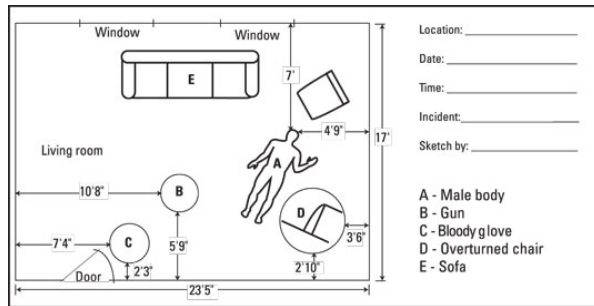
Assign the other team members jobs as communicating to the person keeping the log. Someone should be keeping the log. Someone else can put down the scales and the tents.

Alternatively, you could also have each student keep a log.

## Wrap Up Activities

Collect their photologs and ensure that you are going to compare their logs to the images that they uploaded and that they should match.

# Lesson 6: Sketching the Scene



**Lesson Objective 6**

**Sketching the Scene**  
**Fifth of the Seven S's**

## Purpose

**Mastery Objective:** Students will be able to sketch the crime scene using the coordinate method.

The goal of this lesson is to learn to sketch the scene. At the completion of this lesson you will be able to demonstrate that you can do an initial read of a scene that will include:

- Sketch the scene using the coordinate method.
- Doing a final draft off of the rough draft sketch.
- Include the key
- Maintaining the integrity of the scene.

## Equipment Required

- Copy of [Crime Scene Sketch Template](#) (see Appendix E)
- Crime scene
- Notebook

### Plus

- Pencils and erasers, and a ruler
- Measuring tape
- Magnetic compass or compass app that shows North
- [Crime Scene Drawing Template](#) to help sketch specific items such as furniture (such as Model: **6-BA-5425** from [shop.crimescene.com](http://shop.crimescene.com))

### Or

- [Crime Scene Sketch Kit](#) (such as Model: **CSI-8000** from [shop.crimescene.com](http://shop.crimescene.com))

## Lesson Preparation

You will still be using the four crime scenes that you set up the other day. If you couldn't leave them up, then reset them to the best of your ability at this time.

Also if you couldn't leave them up, ensure that the students redo the crime scene tape upon arriving. This will reinforce the lesson from the other day.

## Warm Up Activity

Brainstorm why it is important to establish the exact location of the evidence.

## Lesson Activities

When starting to sketch the scene the artistic merit of the officer making the sketch is not as important as getting the details as precise as possible.

As with all searches, the first thing that should be done is note taking. The students can use the notes from yesterday or the day before.

Because a sketch is only one aspect of the investigation, it isn't essential that the sketch contain every piece of information. What is important is that the essential pieces be identified. This is up to the team leader to identify and express this to the rest of the team. The sketch should be simple and represent the key elements of the crime scene.

When a team member does the initial search of the scene, they should mark the evidence. These should match the numbers that were used in the photography lesson. Thus, if a cigarette butt was labeled #1 in the photographs it should also be #1 in the sketch.

The first sketch should be done by pencil and free hand and will be known as the Rough Sketch. This won't be pretty, but it should be accurate.

Then a final Finished Sketch should be made from the rough sketch. The finished sketch should be done with more care, and the objects should be drawn with more thought to their actual shape. This should show care and accuracy.

A simple sketch from the top that only shows the floor will just have four sides. If you need to have the walls incorporated into the sketch, it should look like a folded out cardboard box where the side walls are dropped out to the side.

## The Key

The key should have a title block that should have:

1. The date and time of the sketch.
2. Name of the person completing the sketch.
3. Case number
4. Type of crime
5. Name of the victim
6. Address of the incident
7. Show compass direction North and if a scale is used. For this lesson, no scale should be used, but it is essential that NOT TO SCALE be clearly printed on the drawing.

## The Legend

The legend should identify by unique number or letter each piece of evidence that will be used in the investigation.

## Measuring Technique

The coordinate method uses reference points that will be used to measure from. For the sake of this introductory lesson, two walls will be used to measure from. All measurements will be 90 degrees from these points.

For this exercise the students will complete an Overhead Sketch of a mock crime scene using the Coordinate method.

The team approach is best for this work. A team leader will identify the essential items to be sketched. Others can measure and communicate the distance to the person doing the rough sketch.

## Wrap Up Activities

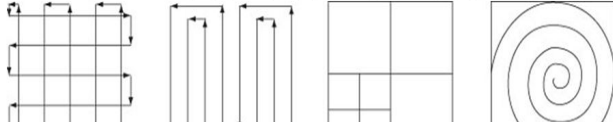
Collect their rough draft sketches.

Day 2: Have them take their rough sketch and create a final sketch that is more detailed.



# Lesson 7: Searching the Scene

## Crime Scene Search Patterns



### Lesson Objective 7

### Searching the Scene Sixth of the Seven S's

## Purpose

**Mastery Objective:** Students will be able to search the crime scene using the four methods of search pattern.

The goal of this lesson is to learn to search the scene. At the completion of this lesson you will be able to demonstrate that you can do an initial search of a scene that will include:

- Using the four methods of search pattern
- Communicate to your team

## Equipment Required

- Crime scene
- [A Frame Evidence Marking Tents](http://shop.crimescene.com) (such as Model: **CSI-A120** from [shop.crimescene.com](http://shop.crimescene.com))

## Lesson Preparation

Note-taking is essential at the crime scene, and it should be documented in a neat and systematic way so it can be added to the final report.

Searching the crime scene should be done in a coordinated way so that there is no contamination or loss of evidence. The whole team needs to communicate with each other so that nothing is missed and nothing is tampered with.

The following are different examples of search patterns that can be used depending on the size and location of the crime scene. The team leader should be able to make all the decisions and communicate to the team the way to search. If and when an item is located, the team should mark the evidence with an evidence marker, which will allow the team to retrieve it after the search.

### A. Strip or Line Search:

The team leader will have his team in a line walking forward searching the area in front of them. If there is any doubt that something is a piece of evidence, the team leader will determine if it is worth marking.

### B. Grid Search

This is similar to a line search but after going in one direction, the team will then go in a perpendicular line to the original pattern.

### C. Quadrant or Zone Search

The crime scene is broken up into zones and then a person or a small team will be assigned to each quadrant.

### D. Spiral search

The search team will either start at the center of the room and spiral out towards the edge or start at the edges and spiral towards the center. This works best with a small group in a smaller area.

## Warm Up Activity

Brainstorm why it is important to have a coordinated effort in how to search.

## Lesson Activities

Ideally, you will continue to use the crime scenes that you set up for the prior lessons. This will allow the students to be comfortable with the scene.

Each scene will have a team leader and a few searchers. The team leader will determine the appropriate method of search and then tell the team. The team will search in the assigned pattern and drop evidence markers on the specific items that they think are worth collecting.

## Wrap Up Activities

Have the team get together and look over their notes before they turn them in.

# Lesson 8: Securing the Scene



**Lesson Objective 8**  
**Securing the Scene**  
**Seventh of the Seven S's**

## Purpose

**Mastery Objective:** Students will be able to collect the evidence and secure it to industry standards.

The goal of this lesson is to learn to secure the evidence. At the completion of this lesson you will be able to demonstrate that you can collect evidence that will include:

- Using a bindle to secure hair/fiber/powder
- Knowing when to use paper/plastic bags
- Appropriate labeling according to Chain of Custody

## Equipment Required

- Crime scene
- [Evidence Packaging Kit](#) (such as Model: **CSI - 3878** from [shop.crimescene.com](#))
  - If you can't afford that, paper bags, plastic bags, baby food jars, photocopies of Evidence Labels and tape.
- 8 ½" x 11" white paper
- [Nitrile Gloves](#) (such as Model: GLV-2 from [shop.crimescene.com](#))

## Lesson Preparation

Before you release the students to collect the evidence, you need to demonstrate the proper collection methods.

- You will demonstrate the proper way to wear nitrile gloves and secure loose hair.
- You will then demonstrate the proper way to fold a bindle (Pharmaceutical Fold) and explain how to use that for small items.
- You will also demonstrate the proper way to open a bag, how to pick up the evidence and how to seal the bags.

- You will explain what type of material goes in paper bags and what goes in plastic bags.
- You would then demonstrate the proper way to fill out the information on the bags to ensure the chain of custody.

## Warm Up Activity

Brainstorm why it is important to have a chain of custody.

## Lesson Activities

Ideally, you will continue to use the crime scenes that you set up for the prior lessons. This will allow the students to be comfortable with the scene.

Each scene will have a team leader and a few people collecting the evidence. The team leader will determine the appropriate way the team will collect the evidence. The team will collect in the assigned pattern and pick up the evidence and secure it in the appropriate bag/jar.

## Wrap Up Activities

The teacher will collect the evidence and ensure that the labels are filled out correctly.

# Lesson 9: Putting It All Together



## Lesson Objective 9

### Putting it All Together

## Purpose

**Mastery Objective:** Students will be able to synthesise their knowledge by doing a full crime scene.

The goal of this lesson is to learn to put together everything that they have done. At the completion of this lesson, you will be able to demonstrate that you can process a crime scene from beginning to end.

## Equipment Required

- Crime Scene
  - You will need to set up a new crime scene that is a bit more complex than the training ones. This should be large enough that the entire class can work on it at the same time.
  - Alternatively you can set up multiple scenes and have smaller groups.
- [Evidence Packaging Kit](#) (such as Model: **CSI - 3878** from [shop.crimescene.com](#))
  - If you can't afford that, paper bags, plastic bags, baby food jars, photocopies of Evidence Labels and tape.
- 8 ½" x 11" white paper
- [Nitrile Gloves](#) (such as Model: GLV-2 from [shop.crimescene.com](#))
- Photo Kit
- Sketch Kit (See [Lesson 6: Sketching the Scene](#))
- [A Frame Evidence Marking Tents](#) (such as Model: **CSI-A120** from [shop.crimescene.com](#))
- Field Notebooks
- Pens

## Lesson Preparation

You can set up one large crime scene or multiple crime scenes depending on how you want to handle it.

You should set up the scene(s) so that there is material to collect for evidence. That can be blood, cigarettes, bottles, a dead body, powder, hair, bullet casings, training weapon, gum, etc.

You should set up a scene that can be processed in one class period.

## Warm Up Activity

### Who is going to do what?

The day before the processing of the scene you should have the group assign roles.

- Who is going to be the team leader?
- Who is going to secure the crime scene?
- Who is going to interview the witnesses?
- Who is going to do the sketching?
- Who is going to take the photography?
- Who is going to search?
- Who is going to collect the evidence?

You might also want to assign a few students to be “witnesses” or “victims” or “suspects.” You can assign them roles and have them on the scene for the “officers” to deal with when they arrive on the scene. Be creative. Make it fun.

I would also assign a student to videotape the entire process so that you can go back and watch it for evaluation purposes.

## Lesson Activities

First release the responding officers to the scene. They should secure the scene and separate the witnesses and start taking field notes.

Then dispatch the CSI team, who will arrive and begin processing the scene. As the team is working you should be walking around and taking notes on how they are working.

## Wrap Up Activities

The next day, have the students do a reflection on their work. What did they do well? What should they improve upon?

# Lesson 10: Investigate the Missy Hammond Case



## Lesson Objective 10

### The Missy Hammond Case – The Investigation

## Purpose

**Mastery Objective:** Students will analyze various pieces of evidence for the purpose of determining who killed Missy Hammond.

The goal of this lesson is to learn to do an investigation that includes various pieces of forensic and testimonial evidence.

## Equipment Required

- [The Forensic Science Kit](#) CSI-56 from [shop.crimescene.com](http://shop.crimescene.com)
- Eight (8) 1” three-ring binders
- White board markers
- [Lesson Plan – The Hammond Case Investigation](#) (PDF)

## Time Frame

Approximately 5 60-minute classes, but it can be lengthened or shortened to your needs.

## Lesson Preparation

Tobey Reed's complete lesson plan for the Missy Hammond investigation is available as a [free download](#) courtesy of [crimescene.com](http://crimescene.com).



# Appendix A: Crime Scene Scenarios

These are to be used for the teaching of the Seven S's. It would benefit you to have them set up for a week in a place that will not be disturbed. Feel free to substitute any of the physical evidence as you see fit.

**Scenario Number:** 01

**Scenario Title:** Breaking and Entering

## Scenario Synopsis:

You have been dispatched to a home. The homeowner arrived home to find their rear window broken and some things taken from their home. No suspect was seen at the scene.

## Instructional Objective(s):

Student(s) will demonstrate a tactically sound **approach**.  
 Student(s) will demonstrate clear, appropriate radio and/or verbal **communication with police station**.  
 Student will demonstrate the ability to **Secure the Crime Scene**.  
 Student(s) will demonstrate the ability to **Separate the Witnesses**  
 Student(s) will demonstrate the ability to **take down notes on the witness statements**.  
 Student(s) will demonstrate the ability to initially **scan the scene and communicate that information**.  
 Student(s) will demonstrate the ability to **document the scene through photographs with and without measurement markers**.  
 Student(s) will demonstrate the ability to **Sketch the scene including the needed information using fixed point measurements, labeling, and indicating north**.  
 Student(s) will demonstrate the ability to **search for evidence using a specific pattern (grid, linear, quadrant, spiral) and mark evidence appropriately**.  
 Student(s) will demonstrate the ability to **Secure the evidence correctly. Using the proper PPE and using correct techniques to collect, bag, and label the evidence**.

## Logistical Requirements:

|   |   |  |
|---|---|--|
| Safety Equipment Required: Rubber Gloves, Safety glasses. |   |  |
| Marked Units Required:<br><b>None</b>                     | Subject Vehicles Required:<br><b>None</b> | Role Players Required:<br><b>01 Students</b> |
| Quantity:   | Item(s):                                  |  |
| 5   | Broken glass shards                       |  |
| 1   | A set of pliers                           |  |
| 1   | A shoe print in baby powder               |  |
| 1   | A fingerprint on the windowsill           |  |
| 1   | A razor knife                             |  |

## Scenario 1: Role Player Information:

**Subject 1:** You have arrived home from work to find your front door open. When you enter the house, you do not touch the door. At that point, you find that your back window has been broken and there is glass on the floor along with some other evidence. You immediately call the police and wait outside for them. You have not inspected the house to see if anything is missing. You are upset.

## Scenario 1: Student Information

You have been dispatched to a breaking and entering. The caller, identified as the homeowner, says that (s)he came home to find that there was evidence of a breaking and entering. (S)he reports that there is no one else here and no suspect was seen.

**Scenario Number: 02****Scenario Title: Assault and Battery****Scenario Synopsis:**

You have been dispatched to a home. The neighbors report that they heard a verbal altercation as well as sounds of objects being thrown and broken. It sounded like a physical struggle, but they can't be sure.

**Instructional Objective(s):**

Student(s) will demonstrate a tactically sound **approach**.  
 Student(s) will demonstrate clear, appropriate radio and/or verbal **communication with police station**.  
 Student will demonstrate the ability to **Secure the Crime Scene**.  
 Student(s) will demonstrate the ability to **Separate the Witnesses**  
 Student(s) will demonstrate the ability to **take down notes on the witness statements**.  
 Student(s) will demonstrate the ability to initially **scan the scene and communicate that information**.  
 Student(s) will demonstrate the ability to **document the scene through photograph with and without measurement markers**.  
 Student(s) will demonstrate the ability to **Sketch the scene including the needed information using fixed point measurements, labeling, and indicating north**.  
 Student(s) will demonstrate the ability to **search for evidence using a specific pattern (grid, linear, quadrant, spiral) and mark evidence appropriately**.  
 Student(s) will demonstrate the ability to **Secure the evidence correctly. Using the proper PPE and using correct techniques to collect, bag, and label the evidence**.

**Logistical Requirements:**

|   |   |  |
|---|---|--|
| Safety Equipment Required: Rubber Gloves, Safety glasses. |   |  |
| Marked Units Required:<br><b>None</b>                     | Subject Vehicles Required:<br><b>None</b> | Role Players Required:<br><b>02 Students</b> |
| Quantity:   | Item(s):                                  |  |
| 1   | bottle with a fingerprint on it.          |  |
| 1   | A cigarette butt                          |  |
| 1   | Blood splatter on the floor               |  |
| 1   | Hair                                      |  |
| 1   | A cell phone                              |  |

## Scenario 2: Role Player Information:

**Subject 1:** You arrived home to find that your spouse has been drinking. (S)he got verbally aggressive towards you. You were upset that (s)he drove home intoxicated. You tried to call your brother-in-law to deal with the situation. (S)he took the phone from your hand and threw it at you. It hit the wall and landed on the floor. While taking the phone from your hand, your spouse pulled real hard and the phone hit him/her in the lip causing him/her to bleed.

**Subject 2:** You had a few beers and then you drove home. When you arrived at the home, you had a few more beers. Your spouse came home and was upset that you were drinking. You got into a verbal altercation with your spouse. You plan on telling the police that (s)he hit you and that is why you have blood on your lip.

## Scenario 2: Student Information

You have been dispatched to a home. The neighbors report that they heard a verbal altercation as well as sounds of objects being thrown and broken. It sounded like a physical struggle, but they can't be sure.

**Scenario Number: 03****Scenario Title: Murder****Scenario Synopsis:**

You have been dispatched to a home. The landlord reported that he found the body of a tenant in the apartment.

**Instructional Objective(s):**

Student(s) will demonstrate a tactically sound **approach**.  
 Student(s) will demonstrate clear, appropriate radio and/or verbal **communication with police station**.  
 Student will demonstrate the ability to **Secure the Crime Scene**.  
 Student(s) will demonstrate the ability to **Separate the Witnesses**  
 Student(s) will demonstrate the ability to **take down notes on the witness statements**.  
 Student(s) will demonstrate the ability to initially **scan the scene and communicate that information**.  
 Student(s) will demonstrate the ability to **document the scene through photograph with and without measurement markers**.  
 Student(s) will demonstrate the ability to **Sketch the scene including the needed information using fixed point measurements, labeling, and indicating north**.  
 Student(s) will demonstrate the ability to **search for evidence using a specific pattern (grid, linear, quadrant, spiral) and mark evidence appropriately**.  
 Student(s) will demonstrate the ability to **Secure the evidence correctly. Using the proper PPE and using correct techniques to collect, bag, and label the evidence**.

**Logistical Requirements:**

|   |   |  |
|---|---|--|
| Safety Equipment Required: Rubber Gloves, Safety glasses. |   |  |
| Marked Units Required:<br><b>None</b>                     | Subject Vehicles Required:<br><b>None</b> | Role Players Required:<br><b>01 Students</b> |
| Quantity:   | Item(s):                                  |  |
| 1   | body with blood on it                     |  |
| 1   | Blood splatter on wall                    |  |
| 1   | Blood splatter on the floor               |  |
| 1   | white powder                              |  |
| 1   | bullet casings                            |  |
| 1   | gun                                       |  |

### Scenario 3: Role Player Information

**Subject 1:** You are the landlord, and the tenant is past due on his rent. You have called over the past few days, and you have not gotten an answer. You didn't want to rent to this person as you suspected that they were up to no good. You have no evidence, but you think he was into drugs. You decided to confront him and tell him to pay up or get out. You used your master key on the front door to let yourself in after nobody responded to the knocks. When you entered, you saw the body, and you immediately left and called 911 on your cell phone.

### Scenario 3: Student Information

You have been dispatched to a home. The landlord reported that he found the body of a tenant in the apartment.

**Scenario Number: 04****Scenario Title: Theft****Scenario Synopsis:**

You have been dispatched to a home. The owner says that someone broke into his/her garage and stole some of his/her tools. (S)he can't be sure what was taken at this point. When (s)he discovered it, (s)he immediately called 911.

**Instructional Objective(s):**

Student(s) will demonstrate a tactically sound **approach**.  
 Student(s) will demonstrate clear, appropriate radio and/or verbal **communication with police station**.  
 Student will demonstrate the ability to **Secure the Crime Scene**.  
 Student(s) will demonstrate the ability to **Separate the Witnesses**  
 Student(s) will demonstrate the ability to **take down notes on the witness statements**.  
 Student(s) will demonstrate the ability to initially **scan the scene and communicate that information**.  
 Student(s) will demonstrate the ability to **document the scene through photograph with and without measurement markers**.  
 Student(s) will demonstrate the ability to **Sketch the scene including the needed information, using fixed point measurements, labeling, and indicating north**.  
 Student(s) will demonstrate the ability to **search for evidence using a specific pattern (grid, linear, quadrant, spiral) and mark evidence appropriately**.  
 Student(s) will demonstrate the ability to **Secure the evidence correctly. Using the proper PPE and using correct techniques to collect, bag, and label the evidence**.

**Logistical Requirements:**

|   |   |  |
|---|---|--|
| Safety Equipment Required: Rubber Gloves, Safety glasses. |   |  |
| Marked Units Required:<br><b>None</b>                     | Subject Vehicles Required:<br><b>None</b> | Role Players Required:<br><b>01 Students</b> |
| Quantity:   | Item(s):                                  |  |
| 1   | footprint in dirt                         |  |
| 1   | pliers                                    |  |
| 1   | keychain with keys on it                  |  |
| 1   | pen                                       |  |
| 1   | gum                                       |  |

#### Scenario 4: Role Player Information

**Subject 1:** You woke up in the morning, and when you went outside, you noticed that your garage door was ajar. You thought that was weird, so you opened the garage door. At that point, you noticed your tool box was open and your tools were missing. You entered the garage and opened all the drawers to see what was missing. You are very upset.

#### Scenario 4: Student Information

You have been dispatched to a home. The owner says that someone broke into his/her garage and stole some of his/her tools. (S)he can't be sure what was taken at this point. When (s)he discovered it, (s)he immediately called 911.



**Scenario Number:**

**Scenario Title:**

Scenario Synopsis:

|  |
|--|
|  |
|--|

Instructional Objective(s):

|  |
|--|
|  |
|--|

Logistical Requirements:

|   |                            |                        |
|---|----------------------------|------------------------|
| Safety Equipment Required: Rubber Gloves, Safety glasses. |                            |                        |
| Marked Units Required:                                    | Subject Vehicles Required: | Role Players Required: |
| Quantity:   | Item(s):                   |                        |
|   |                            |                        |
|   |                            |                        |
|   |                            |                        |
|   |                            |                        |
|   |                            |                        |

Scenario : Role Player Information

**Subject 1:**

|  |
|--|
|  |
|--|

Scenario : Student Information

|  |
|--|
|  |
|--|

## Appendix B: Seven S's Worksheet

| Name of the S            | Description |
|--------------------------|-------------|
| Securing the scene       |             |
| Separating the witnesses |             |
| Scanning the scene       |             |
| Seeing the scene         |             |
| Sketching the scene      |             |
| Searching the scene      |             |
| Securing the evidence    |             |

## Appendix C: Scanning the Scene Checklist

| Was this accomplished:<br>Y/N/NA | <b>Action Step</b>  |
|----------------------------------|---|
|                                  | Converse with the first responder(s) regarding observations/activities.   |
|                                  | Evaluate safety issues that may affect all personnel entering the scene(s) (e.g., blood-borne pathogens, hazards).                                    |
|                                  | Evaluate search and seizure issues to determine the necessity of obtaining consent to search and/or obtain a search warrant.                          |
|                                  | Evaluate and establish a path of entry/exit to the scene to be utilized by authorized personnel.  |
|                                  | Evaluate initial scene boundaries.  |
|                                  | Determine the number/size of scene(s) and prioritize.   |
|                                  | Establish a secure area within close proximity to the scene(s) for the purpose of consultation and equipment staging.                                 |
|                                  | If multiple scenes exist, establish and maintain communication with personnel at those locations.   |
|                                  | Establish a secure area for temporary evidence storage in accordance with rules of evidence/chain of custody.   |
|                                  | Determine and request additional investigative resources as required (e.g., personnel/specialized units, legal consultation/ prosecutors, equipment). |
|                                  | Ensure continued scene integrity (e.g., document entry/exit of authorized personnel, prevent unauthorized access to the scene).                       |

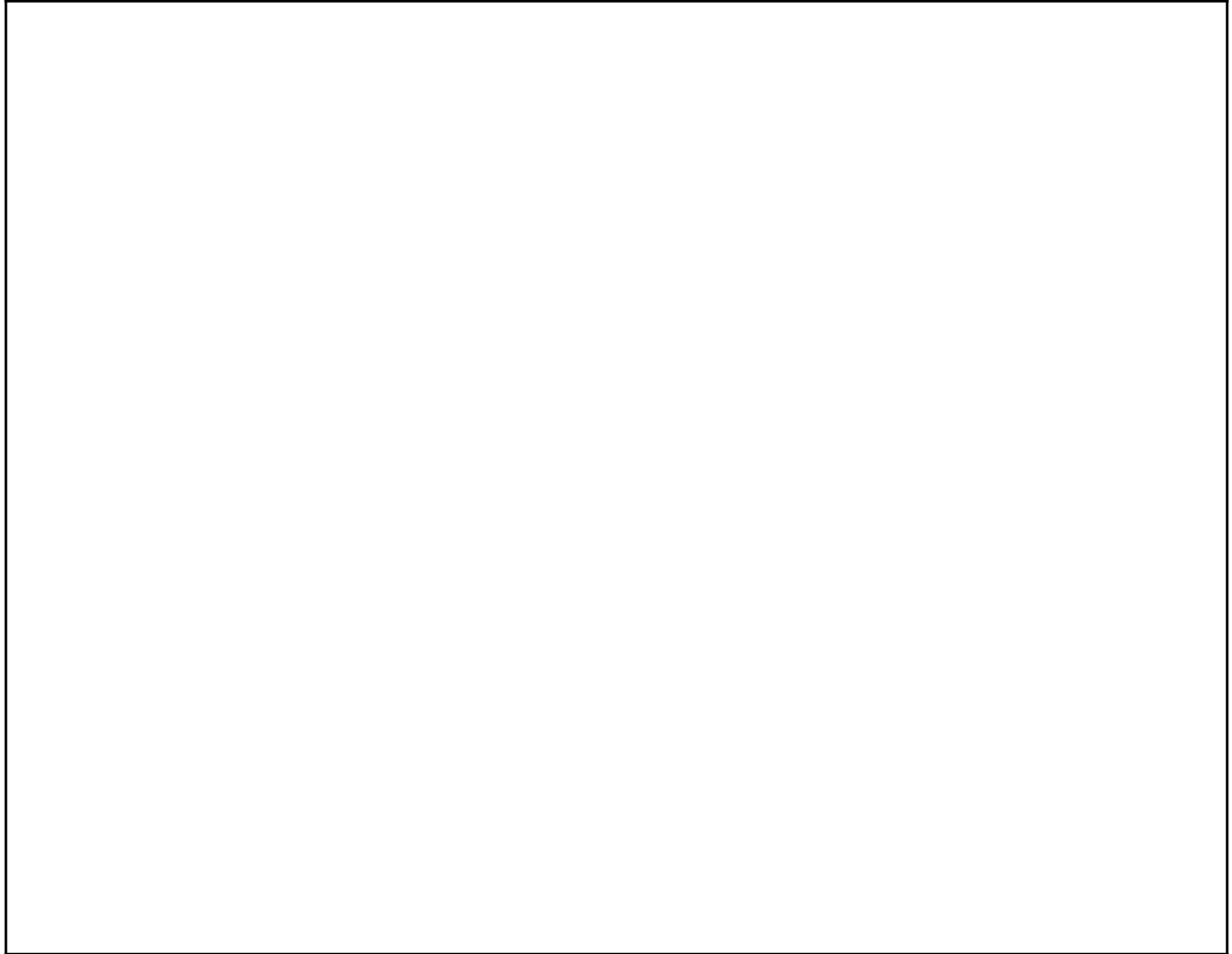
# Appendix D: Crime Scene Photo Log

Case Number:

|             |              |
|-------------|--------------|
| Location:   | Camera Type: |
| Date/Time:  | Crime:       |
| Victim:     | Defendant    |
| Officer(s): | Remarks      |

| Photo # | Description of Item | Evidence Number | Location |
|---------|---------------------|-----------------|----------|
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |
|         |                     |                 |          |

# Appendix E: Crime Scene Sketch Template



|            |                 |          |           |
|------------|-----------------|----------|-----------|
| Case #:    | Crime:          | Victim:  | Location: |
| Remarks:   | Evidence Items: | Officer: | Scale:    |
| Date/Time: | North:          | Suspect: | Agency:   |

# Appendix F: Crime Scene Entry Log

## Crime Scene Entry Log Sheet

Agency: \_\_\_\_\_

Incident #: \_\_\_\_\_

Scene Location: \_\_\_\_\_

NOTE: Officers assigned to maintain scene security must also log in and out on this sheet and should state their reason as "Log Officer"

| Name | Initials | Agency | Time In | Time Out | Reason |
|------|----------|--------|---------|----------|--------|
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |
|      |          |        |         |          |        |

## Appendix G: General Crime Scene Notes

|                             |                                  |
|-----------------------------|----------------------------------|
| Case Number:                | Date:                            |
| Agency:                     | Time of Dispatch:                |
|                             | Time of Arrival:                 |
| Date ending investigation:  | Type of Investigation:           |
| Time ending investigation:  | Location:                        |
| Outside weather conditions: | Victim:                          |
| Roadway conditions:         | Conditions of body:              |
| Temperature:                | Clothing                         |
| Inside weather conditions:  | Jewelry                          |
| Temperature:                | Any notes                        |
| Lights: on/off              | Body condition                   |
| Windows: open/closed        | Wounds                           |
|                             | Physical description             |
|                             | Blood present: wet/dry           |
|                             | Drugs or alcohol present: yes/no |
|                             | Weapons present: yes/no          |
|                             | If yes - make and type           |
| Witnesses:                  | Suspect:                         |
| Interviewed: yes/no         | Statements:                      |